

Northern Light  
Eastern Maine Medical Center

School of  
Medical Laboratory Science  
Student Handbook  
2023-2024



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## Welcome

Welcome to the School of Medical Laboratory Science (MLS) at Eastern Maine Medical Center. It is a pleasure to work with you as you embark on your journey to become a laboratory professional. Our program is a professional program, the course work and experiences will emphasize the academic, technical, and critical thinking skills necessary to achieve entry-level competency as a Medical Laboratory Scientist.

This handbook is prepared to assist you in the process of being a successful student. As an MLS student, you are responsible for all information included in this handbook. You will be expected to read carefully and adhere to these guidelines during your enrollment in the program.

The laboratory administration, faculty and staff wish you much success in the pursuit of your academic and professional goals. We are eager and committed to help you gain an education both within the classroom and at the bench. The clinical laboratory rotations provide you with the foundational concepts of laboratory medicine and hands-on training utilizing modern instrumentation.

Please note, all policies are subject to change by the MLS Program Administration as deemed necessary. Students will be notified of significant content changes via email. Please let us know if you have additional questions after reviewing the handbook.

## Program Administration

### Program Director

Kristen Murray, MEd, MT (ASCP)

Cell Phone: 207-717-7387

Work Phone: 207-275-1514

Email: [kmurray@northernlight.org](mailto:kmurray@northernlight.org)

### MLS Classroom

Phone: 207-973-6968

### Northern Light Laboratory Administration

Branagon Dow, MBA, MLS(ASCP)<sup>CM</sup>

Associate Vice President

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Email: [bodow@northernlight.org](mailto:bodow@northernlight.org)

### Lab Medical Director

Dr. Orin Buetens

Phone: 207-973-7617

Email: [obuetens@northernlight.org](mailto:obuetens@northernlight.org)

## Mission and Values

### Northern Light Health Mission

Northern Light Eastern Maine Medical Center strives to provide exceptional primary and specialty healthcare with a passionate pursuit of excellence in patient safety, clinical quality, and service. Our mission is to care for patients, families, communities, and one another.

### Northern Light Health Vision

Guided by the communities we serve, Northern Light Eastern Maine Medical Center will inspire confidence among our patients and peers, setting the standard for exceptional, affordable care. Unparalleled safety, clinical quality, and service will be our hallmark, with consideration for each individual.

### Northern Light Health Values

- Respect for the individuality and dignity of patients, families, physicians, employees, volunteers and regional healthcare partners;
- Compassion that recalls and supports the most basic motivators in healthcare—to care, to cure when possible, to comfort, and to do no harm;
- Commitment to promoting a workforce empowered to ensure the safest, most effective care possible, and fostering realization of employees' full professional potential;
- Quality health services that are safe, effective, affordable and constantly improving;
- Integrity that drives the highest standards of behavior and a disciplined approach to doing the right thing for the right reasons for each patient;
- Responsibility for meeting the healthcare needs of the region in collaboration with other providers, anticipating future requirements, and advocating for access to vital healthcare in the region;
- Innovation that reflects an active and creative learning environment, supports research and education and secures access for the residents of our region to the most modern techniques and technologies.

### School of Medical Laboratory Science Mission

The School of Medical Laboratory Science is committed to providing high quality education and laboratory experience to prepare its graduates to work, upon career entry as competent and ethical professionals with the knowledge, skills and attitudes to meet the needs of the profession. The School also strives to prepare our graduates for leadership roles in the clinical laboratory and instill an understanding of the need for maintaining continuing competency in a rapidly changing and dynamic profession.

## Program Goals

The goals of the School of Medical Laboratory Science are:

1. Provide instruction and evaluation based on identified competencies and objectives relevant to the practice in all major areas of medical laboratory science.
2. Provide students with opportunities to develop interpersonal attitudes needed to work independently and professionally with patients and other health care professionals.
3. Assure that entry-level practitioners are adequately prepared to withstand the pressures of the job, including the ability to multitask, maintain stability under pressure, and work accurately and efficiently.
4. Provide students with opportunities to meet specific course objectives and entry-level competencies, both cognitive and psychomotor, in all areas of the clinical laboratory.
5. Prepare medical laboratory science graduates for entry level positions in the workforce.
6. To encourage students to be lifelong learners as they seek to maintain professional competence and continuing education for career growth.
7. Provide students with adequate knowledge and clinical experience to pass a national certification examination appropriate to their level of training.

## Philosophy:

The School of Medical Laboratory Science provides the student with didactic and clinical experiences required for working in a laboratory within a hospital, public health, private or industrial setting. Within the curriculum, the program provides exposure to the necessary experiences which lead to the development of competent practicing Medical Laboratory Scientists. Graduates will utilize critical thinking skills to identify problems, research knowledge relating to the problem, evaluate clinical situations and make decisions concerning solutions within the range of his/her educational and technical understanding. In addition, because Medical Laboratory Scientists are placed in positions of leadership within the laboratory, the school also provides an introduction to developing supervisory and management skills. The broad technical and professional experiences will enable future employers to develop the student's fullest potential as a working member of the laboratory and healthcare team.

## Program Accreditation

The School of Medical Laboratory Science is accredited by: The National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) 5600 N. River Road, Suite 720 Rosemont, IL 60018. For more complete information about NAACLS and accreditation program status, you can visit the accreditation organization website at: [National Accrediting Agency for Clinical Laboratory Science](http://www.naacls.org) or call 773-714-8880.

## Program Overview

The Northern Light Eastern Maine Medical Center School of Medical Laboratory Science was founded in 1946 to prepare graduates for professional work in laboratory medicine. The program length is approximately 11 months and provides a stimulating environment to furnish high quality technical training and expose students to the philosophy and ethics of the Medical Laboratory Science profession.

The School of Medical Laboratory Science is affiliated with the University of Maine. Upon successful program completion, students are eligible to sit for the American Society of Clinical Pathology (ASCP) board of certification (BOC) examination.

Northern Light Laboratory is accredited by the College of American Pathologists and serves Northern Light Eastern Maine Medical Center as well as dozens of hospitals, nursing homes, and physician offices throughout the state. Northern Light Laboratory provides the variety and volume of specimens necessary to provide comprehensive training in the field of Medical Laboratory Science.

### Non-Discrimination Policy

Northern Light Health, and its member organizations, comply with applicable Federal civil rights laws and do not discriminate on the basis of race, color, national origin, ethnicity, age, mental or physical ability or disability, political affiliation, religion, culture, socio-economic status, genetic information, veteran status, sexual orientation, sex, gender, gender identity or expression, or language.

### Program Closure and Teach Out Plan

NAACLS requires all accredited programs to implement a “teach out” plan in the unlikely event of an unanticipated program closure. In the event of a permanent closure, current students will be notified immediately via email and will be permitted to complete the program. In the case of a natural or unnatural disaster, the program will work with other Northern Light Health laboratories to continue education and training until training can resume at the Northern Light laboratory. In the case of permanent closure, prospective students will be informed that the program will not take a new cohort due to program closure. The Program Director will counsel prospective students about other lab education programs.

## Description of the Medical Laboratory Scientist Profession

The health of all Americans depends upon the educated minds and trained hands of the medical laboratory professional. The practice of modern medicine at the exacting standards currently required would be impossible without the scientific testing performed daily in the medical laboratory. Maintenance of these standards and progress toward improvement in the quality of laboratory services depends on the dedicated efforts of professional practitioners of medical laboratory science. Through their dedication, the medical laboratory professionals of the United States make a vital contribution to the quality of healthcare.

The EMMC MLS program provides excellent didactic and clinical experiences to provide students the ability to meet the requirements to practice as a medical laboratory scientist. The following is from our accrediting agency’s publication, the *“National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) Standards for Accredited and Approved Programs” (2020)*:

The medical laboratory scientist is qualified by academic and applied science education to provide service and research in clinical laboratory science and related areas in rapidly changing and dynamic healthcare delivery systems. Medical laboratory scientists perform, develop, evaluate, correlate and assure accuracy and validity of laboratory information; direct and supervise clinical laboratory resources and operations; and collaborate in the diagnosis and treatment of patients. The medical laboratory scientist has diverse and multi-level functions in the principles, methodologies and performance of assays; problem- solving; troubleshooting techniques; interpretation and evaluation of clinical procedures and results; statistical approaches to data evaluation; principles and practices of quality assurance/quality improvement; and continuous assessment of laboratory services for all major areas practiced in the contemporary clinical laboratory.



- Medical laboratory scientists possess the skills necessary for financial, operations, marketing, and human resource management of the clinical laboratory.
- Medical laboratory scientists practice independently and collaboratively, being responsible for their own actions, as defined by the profession. They have the requisite knowledge and skills to educate laboratory professionals, other health care professionals, and others in laboratory practice as well as the public.
- The ability to relate to people, a capacity for calm and reasoned judgment and a demonstration of commitment to the patient are essential qualities. Communications skills extend to consultative interactions with members of the healthcare team, external relations, customer service and patient education.
- Medical laboratory scientists demonstrate ethical and moral attitudes and principles that are necessary for gaining and maintaining the confidence of patients, professional associates, and the community.

## Description of Entry Level Competencies of the Medical Laboratory Scientist

\*At entry level, the medical laboratory scientist will possess the entry level competencies necessary to perform the full range of clinical laboratory tests in areas such as Clinical Chemistry, Hematology/Hemostasis, Immunology, Immunohematology/Transfusion medicine, Microbiology, Urine and Body Fluid Analysis and Laboratory Operations, and other emerging diagnostics, and will play a role in the development and evaluation of test systems and interpretive algorithms.

The medical laboratory scientist will have diverse responsibilities in areas of analysis and clinical decision-making, regulatory compliance with applicable regulations, education, and quality assurance/performance improvement wherever laboratory testing is researched, developed or performed.

At entry level, the medical laboratory scientist will have the following basic knowledge and skills in:

1. Application of safety and governmental regulations and standards as applied to clinical laboratory science;
2. Principles and practices of professional conduct and the significance of continuing professional development;
3. Communications sufficient to serve the needs of patients, the public and members of the health care team;
4. Principles and practices of administration and supervision as applied to clinical laboratory science;
5. Educational methodologies and terminology sufficient to train/educate users and providers of laboratory services;
6. Principles and practices of clinical study design, implementation and dissemination of results.

\*National Accrediting Agency for Clinical Laboratory Sciences (May 2020). NAACLS Standards for Accredited and Approved Programs (MLS Unique Standards).

## Technical Standards

The School of Medical Laboratory Science establishes technical standards and essential functions to ensure that students have the abilities required to participate and potentially be successful in all aspects

of the respective programs. The Technical Standards are knowledge, skill, and attitude/behavioral requirements which every student must meet, with or without reasonable accommodations, in order to participate fully in all aspects of training and eventual employment in the clinical laboratory setting.

If you are uncertain as to your ability with any of these essential functions, please consult with the MLS Program Director.

**Observational - Ability to participate actively in all demonstrations, laboratory activities and clinical experiences in the professional program component. Such observation and information require functional use of visual, auditory and somatic sensations.**

- Observe laboratory demonstrations in which biologicals (i.e. body fluids, culture materials, tissue sections, and cellular specimens) are tested for their biochemical, hematological, immunological, microbiological, and histochemical components.
- Characterize the color, odor, clarity, and viscosity of biologicals, reagents, or chemical reaction products.
- Employ a clinical binocular microscope to discriminate among fine structural and color (hue, shading, and intensity) differences of microscope specimens.
- Read and comprehend text, numbers, and graphs displayed in print and on a video monitor.

**Movement - Sufficient motor ability to execute the movement and skills required for safe and effective performance of duties.**

- Move freely and safely about a laboratory.
- Reach laboratory benchtops and shelves, patients lying in hospital beds, or patients seated in specimen collection furniture.
- Travel to clinical laboratory sites for practical experience.
- Perform moderately taxing continuous work, often requiring prolonged sitting or standing, over several hours.
- Maneuver phlebotomy and culture acquisition equipment to safely collect valid laboratory specimens from patients.
- Possess finger and manual dexterity necessary to control laboratory equipment (i.e. pipettes, inoculating loops, test tubes), adjust instruments to perform laboratory procedures, such as handling small tools and/or parts to repair and correct equipment malfunctions, and transferring drops into tubes of small diameter.
- Use a computer keyboard to operate laboratory instruments and to calculate, record, evaluate, and transmit laboratory information.

**Communication - Ability to communicate effectively in English using verbal, non-verbal and written formats with faculty, other students, clients, families, and all members of the healthcare team.**

- Read and comprehend technical and professional materials (i.e. textbooks, magazine and journal articles, handbooks, and instruction manuals).
- Follow verbal and written instructions in order to correctly and independently perform laboratory procedures.
- Clearly instruct patients prior to specimen collection.
- Effectively, confidentially, and sensitively converse with patients regarding laboratory tests.
- Communicate with faculty members, fellow students, staff, and other health professionals verbally and in recorded format.

- Independently prepare papers, prepare laboratory reports, and take paper, computer, and laboratory practical examinations.

**Intellectual - Ability to collect, interpret, and integrate information and make decisions.**

- Possess these intellectual skills: comprehension, measurement, mathematical calculation, reasoning, integration, analysis, comparison, self-expression, and criticism.
- Be able to exercise sufficient judgment to recognize and correct performance deviations.
- Apply knowledge to new situations and to problem solving scenarios.

**Behavioral - Possess the emotional health and stability required for full utilization of the student's intellectual abilities, the exercise of professional judgment, the prompt completion of all academic and patient care responsibilities, and the development of mature, sensitive, and effective relationships with faculty, fellow students, clinical instructors, patients, and other members of the healthcare team.**

- Manage heavy academic schedules and deadlines.
- Be able to manage the use of time and be able to systematize actions in order to complete professional and technical tasks within realistic constraints.
- Demonstrate appropriate judgment and effectively employ intellect under conditions of stress.
- Be able to provide professional and technical services while experiencing the stresses of task-related uncertainty (i.e. ambiguous test ordering, ambivalent test interpretation), emergent demands (i.e. stat test orders), and a distracting environment (i.e. high noise levels, crowding, complex visual stimuli).
- Be flexible and creative and adapt to professional and technical change.
- Recognize potentially hazardous materials, equipment, and situations and proceed safely in order to minimize risk of injury to patients, self, and nearby individuals.
- Adapt to working with unpleasant biologicals.
- Support and promote the activities of fellow students and of healthcare professionals. Promotion of peers helps furnish a team approach to learning, task completion, problem-solving, and patient care.
- Be honest, compassionate, ethical, and responsible. Accept responsibility and accountability for one's own actions. The student must be forthright about errors or uncertainty. The student must be able to critically evaluate her or his own performance, accept constructive criticism, and look for ways to improve (i.e. participate in enriched educational activities). The student must be able to evaluate the performance of fellow students and tactfully offer constructive comments.
- Show respect for diversity: works well with individuals of different age, ethnic background, religion, sexual orientation and/or educational backgrounds.
- Exhibit professional behavior by conforming to appropriate standards of dress, appearance, language, and public behavior.

## Admission Requirements

### Admissions Criteria

The School of Medical Laboratory Science seeks student applicants who:

- Demonstrate familiarity with clinical laboratory science
- Match personal attributes with those required for practice of clinical laboratory science

Applicants must demonstrate a capacity for academic achievement:

- Minimum Cumulative Math/Science GPA of 2.5
- Minimum cumulative GPA of 2.5
- A minimum grade of “C” is required in BIO 100 and BIO 208

Desirable Attributes of Applicants:

- Logical thought processes facilitating problem solving
- Attention to detail and instructions
- Strong communication skills, written and oral
- Professional demeanor
  - Dependability and a sense of responsibility
  - Integrity and maturity
  - Ability to react appropriately and to maintain poise and control under stressful conditions
- Career aspirations
- Manual dexterity
- Ability to multi-task

### Academic Requirements

Each year, the School of Medical Laboratory Science accepts up to eight students among college undergraduates and graduates with a Bachelor’s degree in the sciences. To apply, you must meet one of the following two criteria:

1. Completion of three years in the Medical Laboratory Science program at the University of Maine

These students are on track to complete a degree in Medical Laboratory Science and will earn their final 32 credit hours toward a bachelor’s degree in our program.

2. A bachelor’s degree in:
  - Biology
  - Chemistry
  - Microbiology
  - A related science

The degree must have included the following coursework:

Chemistry: 16 credit hours

- General Chemistry I and II (Lecture and Lab)
- Biochemistry or Organic Chemistry

Biology: 16 credit hours.

- General Biology
- Anatomy and Physiology
- Microbiology
- Immunology (recommended)
- Genetics and parasitology (recommended)

Mathematics:

- One course in college mathematics including precalculus or calculus. Statistics is strongly recommended but not required.

### Selection Process

- When all of the application materials items have been submitted, the applicant's academic qualifications are evaluated.
  - Official transcripts
  - Two letters of recommendation
    - Letters will be reviewed prior to selecting a candidate for an interview.
  - \$50 non-refundable application fee
- Applicants meeting the criteria may be contacted to make an appointment for a personal interview. Please note that meeting the minimum criteria does not guarantee an interview.
- If you are contacted, a personal face-to-face onsite interview is required.
- It is the responsibility of the applicant to see that the deadline for submitting the application and other application materials is met.
- After the interview, each applicant who has completed the process will be scored on non-academic characteristics, using information gathered from the application form and interview.
- Acceptable applicants will be ranked and selected in order of their total scores.

### Non-Academic Requirements

In addition to academic requirements, students must meet the following:

- Documented proof of negative two-step TB test or Quantiferon Gold test within one year of the start of the program
- Documented proof of appropriate immunizations for measles (Rubeola), mumps, German measles (Rubella), chicken pox (Varicella) and COVID-19
- Documented proof of the DT (Diphtheria/Tetanus) or DTaP (Diphtheria/Tetanus/Polio) booster within the last 10 years
- Documented proof of Hepatitis B immunization/immunity or signed waiver assuming the risk of exposure
- Documented proof of the Influenza vaccine within the last year (can be completed during the clinical year)
- Successful background check

Note: Proof of immunity can be demonstrated with vaccination records or by titers.

## Tuition Payments and Refunds

Program tuition is the responsibility of the student. Tuition for the clinical year is based on the University of Maine credit hour rate for 32 credits. The tuition fee for the program is reviewed annually in the summer. The fee is billed in two installments, invoices for the first payment are mailed to the student the first week of September with payment due in 30 days. The invoice for the second installment is billed in February and due in 30 days. Payment is made by the student to Northern Light Eastern Maine Medical Center and submitted to the Education Manager.

Note: 4+1 students will pay the same rate of those students enrolled in the 3+1 program.

Upon acceptance to the program, a non-refundable deposit of \$200 is required from all students. The payment is applied to the cost of MediaLab subscription fees.

If a student withdraws from the program, the tuition will be prorated until two months into each semester. After two months, no refunds will be given. Students that do not pay tuition within the agreed upon timeframe will no longer be eligible to participate in the program until such time as the tuition is paid.

## Other Expenses

- Lab Fee \$800
- Living expenses: housing, food, clothing
- Supplies: scrubs, shoes, notebooks, etc
- Textbooks, iClicker subscription-varies \$600- \$800
- Health insurance and immunization fees

## Program Information

### Course Descriptions

The 11-month program is based on a 40-hour week and provides both didactic and practical training in the various sections of the clinical laboratory. The following tables outlines the clinical experience within the different sections of the laboratory. Degree-seeking students will earn a total of 32 credits upon successful completion of the program.

Course Number	Description	Credit Hours (Combination of lecture, labs and bench training)
<p>BIO 422</p> <p>Clinical Hematology</p>	<p>Course content covers the theory and clinical applications of hematology and coagulation. Topics include the production, function and morphology of blood cells, the identification of normal and abnormal cells as they correlate to disease, the study of coagulation and the diagnostic features of hematologic and coagulation disorders. Emphasis is placed on the significance of laboratory results obtained as they relate to diagnosing hematologic and coagulopathy blood diseases and disorders.</p> <p>The clinical training will give the student hands-on experience with the practical aspects of clinical hematology and coagulation with emphasis on principles, methodology, quality control, instrumentation and manual methods to assist with the understanding of result interpretation, quality control and troubleshooting. Focus is placed on pre-analytical, analytical and post analytical elements of hematology.</p>	<p>7</p>
<p>BIO 423</p> <p>Clinical Microbiology</p>	<p>Course content will introduce students to the microbial species that cause human disease. Topics include bacteriology, mycobacteriology, mycology, parasitology and molecular microbiology. Pathogenic species are discussed in comparison to normal flora.</p> <p>The clinical training will give the student hands-on experience with the practical aspects of clinical microbiology with emphasis on safety, specimen processing and culture setup, quality control, organism identification, susceptibility testing, and result reporting. The student will apply the knowledge and skills necessary for the isolation, identification and work-up of clinically significant organisms and other related microorganisms. Focus is placed on the significance of culture findings as they relate to disease states and pathogenicity.</p>	<p>7</p>

<p>BIO 424</p> <p>Clinical Immunohematology</p>	<p>Course content will introduce students to the immunologic and genetic principles of blood banking. Topics include ABO, Rh and other blood group systems; pre-transfusion testing procedures, compatibility testing, donor testing, component storage, hemolytic disease of the fetus and newborn, neonatal and obstetric practice, autoimmune hemolytic anemias and adverse effects of transfusion.</p> <p>The clinical training will give the student hands-on experience with the practical aspects of immunohematology with emphasis on pre-analytical, analytical and post analytical elements of testing. Test methods include ABO typing, antibody detection and identification, compatibility testing, transfusion reactions and component therapy.</p>	<p>7</p>
<p>BIO 425</p> <p>Clinical Chemistry</p>	<p>Course content will introduce students to the principles and procedures of various tests performed in clinical chemistry. Topics include the principle and procedures for the test, physiological basis for the test, and the clinical significance of the test results. Other topics include quality control, electrolytes, acid-base balance, proteins, carbohydrates, lipids, enzymes, vitamins, endocrine function and toxicology.</p> <p>The clinical training will give the student hands-on experience with the practical aspects of chemistry with emphasis on principles and methodologies, manual and automated procedures, statistical approaches to data evaluation and principles of quality control and quality assurance, maintenance, and instrumentation to assist with the understanding of result interpretation and troubleshooting. Focus is placed on pre-analytical, analytical and post analytical elements of testing in chemistry.</p>	<p>7</p>
<p>BIO 426</p> <p>Clinical Microscopy and Special Topics</p>	<p><b>Course content will introduce students to the principles and procedures of phlebotomy, including the conceptual, procedural, legal and ethical aspects of working with specimens, samples and patients.</b></p> <p>Students are also introduced to the principles and procedures of urinalysis, including renal anatomy and physiology, clinical correlations, and microscopic techniques.</p> <p>The clinical training will give the student hands-on experience with the practical aspects of phlebotomy and urinalysis. The phlebotomy training will emphasize the fundamentals of specimen collection, specimen processing and handling with a minimum performance of 80 successful</p>	<p>4</p>



	<p>unaided blood collections including venipuncture and skin punctures will be performed.</p> <p>The urinalysis training will emphasize processing of routine urinalysis, microscopic examinations, and special urine chemistries.</p> <p>Special topics include a brief overview of program policies, lab safety, ethics, professionalism, lab management, educational theory and methods, and the writing intensive/capstone project.</p>	
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### Learning Management System: Canvas

All course materials will be available in Canvas, online learning management system. Program administrators will add students to each course. It is the responsibility of the student to frequently check Canvas for course requirements.

### Program Faculty

Department	Position	Name
Hematology/Urinalysis	Supervisor	Denise Jones, MLS (ASCP)
	Didactic Faculty	Kristen Murray, MLS (ASCP) <sup>CM</sup>
Chemistry	Supervisor	Catherine Hastings, MLS, (ASCP)
	Didactic Faculty	Kristen Murray, MLS (ASCP) <sup>CM</sup>
Immunochemistry	Manager	Laurie Sherman, MLS (ASCP) <sup>CM</sup> , SBB
	Didactic Faculty	Tara Rabideau, MLS (ASCP) <sup>CM</sup> , SBB
Microbiology	Manager	Sandra Adams, MLS (ASCP)
	Didactic Faculty	Emily Treadwell, MLS (ASCP) <sup>CM</sup> April Ames, MLS (ASCP) <sup>CM</sup> Patric Moores, MLS (ASCP) <sup>CM</sup>
Phlebotomy	Manager	Denise Purcell, MLT, PBT (ASCP)
	Didactic Faculty	Kristen Murray, MLS (ASCP) <sup>CM</sup>

### Textbooks

Each student is required to purchase the following books.

Discipline	Title	Author	ISBN	Publisher
Blood Bank	Modern Blood Banking and Transfusion Services, 7 <sup>th</sup> Edition	Harmening	9780803668881	F.A. Davis
Chemistry	Clinical Chemistry, 9 <sup>th</sup> Ed	Bishop	9781284238860	Jones & Bartlett
Hematology	Hematology, Clinical Principles and Applications, 6th Ed.	Rodak	9780323530453	Elsevier
	Clinical Hematology Atlas, 5 <sup>th</sup> Edition	Rodak/Carr	9780323322492	Elsevier
	Fundamentals of Urine and Body Fluid Analysis, 4 <sup>th</sup> Edition	Brunzel	9780323374798	Elsevier
Immunology	Clinical Immunology & Serology, 5 <sup>th</sup> Edition	Miller/Stevens	9780803694408	F.A. Davis
Lab Management/Operations	Laboratory Management, Principles and Processes, 4 <sup>th</sup> Edition	Harmening	9780943903187	DH Publishing
Microbiology	Bailey and Scott's Diagnostic Microbiology, 15 <sup>th</sup> Edition	Tille	9780323681056	Elsevier
	Molecular Diagnostics: Fundamentals, Methods and Clinical Applications	Buckingham	9780803668294	F.A. Davis

### Granting of the Degree:

Successful completion of the program entitles the graduate to a Certificate of Completion from the Northern Light Eastern Maine Medical Center School of Medical Laboratory Science. The awarding of the Bachelor of Science in Medical Laboratory Science is NOT contingent on passing an external certification exam.

### Graduation Requirements

Acceptable performance in all courses must be achieved in order to complete the program. A student must complete the entire program to be eligible to sit for any certification examination. This includes satisfactory academic and laboratory performance along with satisfactory completion of the comprehensive final examinations. Criteria for acceptable performance are determined by the student's performance throughout the entire school year.

The BOC is the oldest and largest certification agency for laboratory professionals having certified more than 560,000 individuals since its establishment. It has become the gold standard for certification of medical laboratory personnel. Detailed information regarding application, eligibility and testing sites can be found on the ASCP website (<http://www.ascp.org/Board-of-Certification>), please see below:

### American Society of Clinical Pathologists (ASCP)

Board of Certification (BOC)  
33 W. Monroe St., Suite 1600

Chicago, IL 60603-5617  
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### Service Work Policy

MLS students are not expected to perform service work and are not allowed to take the place of qualified staff during any clinical rotation. After demonstrating proficiency, students with qualified supervision may be permitted to perform procedures. During the clinical practicum, students may perform patient testing under the supervision of qualified laboratory personnel responsible for their training.

A clinical institution, which employs a currently enrolled MLS student as a laboratory assistant or phlebotomist, will schedule the student for work **ONLY** during **non-instructional hours**.

### Academic Policies

#### Grading Policy

Student progress is evaluated in three domains of learning: cognitive, psychomotor and affective. A written curriculum for each clinical instructional unit explains what and how students are expected to learn and how the program will assess learning. Students must remain aware of learning objectives, activities, and methods of evaluation. Final grades are based on the following components: 50% Fall Semester and 50% Spring Semester.

#### Cognitive Skills

Cognitive (thinking) skills are evaluated by examinations, quizzes or case studies. Grades are based on performance as demonstrated within scheduled time periods. Late assignments will have 5 points taken off for each day that the assignment is overdue. Extenuating circumstances must be discussed with the instructor prior to the date the work is due.

It is expected that students earn a minimum grade of 70% on MLS exams. If a student fails to obtain a 70% on an exam, the student will receive a verbal warning. Failure to earn a 70% on any two academic exams per course, the student will be placed on academic probation. Dismissal from the program will occur if the student is unable to obtain a grade of  $\geq 75\%$  overall in the didactic, Fall Semester, component of the course.

#### Psychomotor Skills

Psychomotor (doing) learning is evaluated using task checklists, practical examinations, or observed performance demonstrations. There may be time limits on practical exams.

#### Affective Skills

Affective (being) learning is evaluated regularly throughout the year. Student affective performance evaluations are provided at the close of each clinical rotation. Informal feedback or evaluations may be provided more frequently at the discretion of program officials.

Failure to obtain a grade of  $\geq 75\%$  in any rotation will result in the student being placed on probation for the remainder of the clinical training.

### Grading Scale

Grading Scale for Student Performance		
% Score	Letter Grade	Points
93-100	A	4.00
90-92.9	A-	3.67
87-89.9	B+	3.33
83-86.9	B	3.00
80-82.9	B-	2.67
77-79.9	C+	2.33
75-76.9	C	2.00
<75	F	--

### Completion of the MLS Program Essential Requirements for Certificate of Completion

Students admitted to the Program will progress toward successful completion by:

- Meeting the minimum grade of  $\geq 75\%$  in the didactic course (cognitive skills);
- Meeting the minimum grade of  $\geq 75\%$  on the student lab competencies in the didactic courses;
- Meeting the minimum grade of  $\geq 75\%$  department checklists (psychomotor) for each rotation. Note: accuracy, precision, ability to organize work, manual dexterity, initiative, etc. influences the grade in each department.
- Meeting the minimum grade of  $\geq 75\%$  on clinical rotation evaluations (affective skills)
- Meeting the minimum grade of  $\geq 75\%$  on laboratory practical exams. If a student fails the practical exam with a score <75, remediation and one additional opportunity for a retake exam will be provided. The grade for the retake will be documented as 75% regardless of the earned value.
- Adhering to Program and Hospital policies and regulations

### Didactic Course Grading

Each course is graded based on the following breakdown:

- 35% Exams
- 15% Competency
- 25% Labs/Professionalism
- 10% Canvas Quizzes/Media Lab Quizzes
- 10% Homework
- 5% Participation

### Clinical Rotation Grading

Each rotation is graded based on the following breakdown:

15% Theory

- Rotation Exams and Quizzes 10%
- Final Comprehensive Exam 5%

15% Competency Checklists, Worksheets

25% Practical Exams, Unknowns

10% Certification Prep

10% Logbook

25% Student Clinical Evaluation

### Student Records and Retention

Student files are maintained in the Education Manager's office. Academic information pertinent to each student is maintained permanently in these files. While the student is in the program, current files are kept which include formative and summative evaluations, advising records, copies of official letters, records of grades and attendance, and accident reports. Formative evaluations are kept for one year following graduation, and are then shredded. Program officials permanently retain in each student file, the following: clinical instructor evaluation forms, department checklists and rotation grading sheets. Documentation of incidents or accidents involving the student will be maintained permanently.

### Student Advising

Students are encouraged to meet with the Program Director or Education Manager when issues arise which interfere with the students' progress in the program.

### Performance Counseling Sessions

Performance counseling sessions will be held as indicated in situations such as: consistently failing grades on exams, student's failure to meet and keep up with departmental clinical practical requirements in terms of procedures learned and acceptably performed, etc. The performance session will involve the student, the clinical supervisor, and the Program Director. The student may be placed on probation and, if the terms of probation are not met, dismissed from the program. All records of performance sessions will be kept confidential.

### Progressive Discipline: Academic Probation

Administration and faculty are committed to assisting students to be successful in the program. To afford students due process, MLS students who are not meeting course objectives, successfully passing exams and competencies, and/or not meeting established professional guidelines will be advised of their performance status using the progressive discipline process.

#### **Step 1: Initial Warning**

Program officials provide the student with a verbal warning or written feedback as to their status. The Program Director counsels the student regarding criteria for success and makes recommendations for improvement.

At the discretion of the program officials and depending on the situation, this step may be skipped and a conference done.

#### **Step 2: Conference/Discussion Form**

The student meets with the Program Director in a formal conference to review the performance deficit. A

written MLS Program Discussion Form will identify specific concerns and a remediation plan or agreement. This will include deadlines for completion to assist the student to correct the deficit and successfully remain in the program.

If at any time the student does not comply with all terms outlined in the discussion form, the student will be advanced to step 3 or step 4 of the discipline process.

### **Step 3: Final Written Warning**

Final written warning is implemented for:

- Unsatisfactory clinical performance
- Unsatisfactory clinical attendance and punctuality
- Unethical, unprofessional behavior, and/or unsafe clinical practice
- Unsafe or unprofessional clinical practice that compromises patient or staff safety
- Failure to comply with all terms outlined in the conference/discussion form

Following a written warning is a trial period in which the student must improve or be withdrawn from the program.

The student meets with the Program Officials. The student and faculty will review and sign a final written warning explicitly stating expectations that must be followed during the trial period.

### **Step 4: Dismissal from the Program**

If at any time during the trial period, the student fails to meet any of the conditions of the final written warning, the student may be dismissed from the program. Accordingly, if at the end of the trial period the student has not met the criteria for satisfactory performance as outlined, the student will be withdrawn from the program.

A student who receives a final written warning for unsafe or unprofessional conduct will be withdrawn from the program for any subsequent safety or professional conduct violations and will receive a course grade of "F".

*Some situations do not allow for the progressive discipline process due to the severity or nature of the timing of their occurrence. Incidents of this nature may require the student to be immediately placed on a final written warning or withdrawal from the program. Examples of these include, but are not limited to:*

- *Violations of patient confidentiality*
- *Academic dishonesty*
- *Falsification of documentation*
- *Unprofessional behavior/unsafe behavior that seriously jeopardizes patient, student, staff, or preceptor safety*

## **Student Appeals and Grievance Process**

The appeal mechanism provides a thorough, timely and objective assessment and resolution of student concerns and assures that the students are treated in a fair, reasonable and nondiscriminatory manner. Students have the right to appeal decisions made by faculty and Program Officials.

An appeal can be any concern or complaint asserted by a student regarding interpretation, application or breach of any policy, practice or procedure.

### Informal Process

The student is advised to discuss the grievance informally with the person who is the source of the grievance. Don't let an uncomfortable situation build. If the parties resolve the grievance, it is deemed closed. If the grievance is not resolved at this level, the student may request an informal review by the Program Director. It is expected that most problems or complaints of concern to students will be discussed and resolved in a timely fashion informally between the student and the Program Director. If the response from the Program Director is unacceptable to the student or if the Program Director is the basis of the complaint, the student may initiate the formal grievance procedure.

### Formal Grievance Procedure

The formal grievance procedure begins when a dated written complaint is submitted to the Program Director. The written complaint may be submitted via email. An appeal must be initiated within three business days of the date on which cause of the appeal is known.

1. The first step of appeal should involve discussion with the Program Director. Every effort should be made to resolve the issue at this step of the process. If the Program Director is unsuccessful in resolving the problem, he/she will arrange a meeting between the student and a Northern Light EMMC Human Resources Associate so the student may discuss the situation with a neutral party. The Program Director has five business days to respond to the student in writing following the initial appeal request by the student as to the decision rendered.
2. If the issue is still not resolved, the student and/or Program Director may also request that the academic advisor from the educational affiliate meet with the student. The student will then present his/her problem accompanied by the Program Director and academic advisor (if present) to the Medical Laboratory Science Program Medical Director. The Medical Director will make a thorough investigation of the problem and make a decision. The Medical Director has five business days to respond to the student in writing following the appeal as to the decision rendered.
3. If the student is not satisfied with the decision, he/she can present an appeal to the Grievance Committee. The Grievance Committee shall have no prior knowledge of the issues or incident being grieved and be composed of two Program Faculty members chosen by the Program Director, two Program Faculty members chosen by the student, and a Northern Light EMMC HR Associate.

In the case of appeal of a dismissal decision, the student may appeal directly to the Grievance Committee bypassing Steps 1 and 2 of this procedure. The Grievance Committee will make a thorough investigation of the problem. The decision of the Grievance Committee overrides that of the Program Officials. However, the decision of the Program Officials is to be considered as having some weight by the Grievance Committee and the student has the burden of demonstrating that the decision is incorrect. The decision of the Grievance Committee will be described in writing with copies to all individuals involved.

### Program Dismissal

Breach of good conduct will be considered a serious offense and, depending on severity, may result in immediate dismissal from the program, subject to the grievance process outlined. Probationary or dismissal procedures may be instituted by Program Officials at any time for the following reasons:

1. Failure to complete prerequisite requirements.
2. Lack of emotional maturity and stability appropriate to the profession.
  - Inability to work with co-workers, supervisors, and peers.
  - Inability to cope with stress of the profession.
3. Deliberate misrepresentation of laboratory results.
4. Failure to obtain a passing course grade.

5. Failure of a practical exam on the second attempt.
  6. Unethical, immoral, or illegal conduct (including, but not limited to, dishonesty, theft, intoxication, or possession or use of narcotics during student hours).
  7. Violations of MLS program or hospital policies especially those related to patient privacy and protected health information (HIPPA).
  8. Unexcused or extended absences for reasons other than illness or emergencies.
  9. Consistently unsatisfactory evaluations. This would include behavioral characteristics which reflect poor growth potential and/or evidence of low motivation.
  10. Disorderly conduct, including the use of profane or abusive language to either employees, patients, visitors or others within the hospital.
  11. Intentionally falsifying, omitting, or altering information contained in the program application and related materials for admission to the program.
  12. Violation of the school honor code including the use of cheat sheets, sharing information about exams or practicals, copying exams or using any reference material while taking an exam.
- Decisions regarding probation and/or dismissal from the hospital program will be made by Program Officials.

## Professional Behavior

### Professional Behavior

Administration and faculty of the School of Medical Laboratory Science has an academic, legal and ethical responsibility to protect members of the public and of the healthcare community from unsafe or unprofessional practices. MLS students must conduct themselves in an ethical, professional, and safe manner. Students are expected to assume responsibility for their actions and will be held accountable for them. Students will abide by the University and Northern Light Health policies.



## **Preamble**

The code of ethics of the American Society for Clinical Laboratory Science sets forth the principles and standards by which Medical Laboratory Professionals and students admitted to professional education program practice their profession.

### **1. Duty to the Patient**

Medical Laboratory Professionals' primary duty is to the patient, placing the welfare of the patient above their own needs and desires and ensuring that each patient receives the highest quality of care according to current standards of practice. High quality laboratory services are safe, effective, efficient, timely, equitable, and patient-centered. Medical Laboratory Professionals work with all patients and all patient samples without regard to disease state, ethnicity, race, religion, or sexual orientation. Medical Laboratory Professionals prevent and avoid conflicts of interest that undermine the best interests of patients.

Medical Laboratory Professionals are accountable for the quality and integrity of the laboratory services they provide. This obligation includes maintaining the highest level of individual competence as patient needs change, yet practicing within the limits of their level of practice. Medical Laboratory Professionals exercise sound judgment in all aspects of laboratory services they provide. Furthermore, Medical Laboratory Professionals safeguard patients from others' incompetent or illegal practice through identification and appropriate reporting of instances where the integrity and high quality of laboratory services have been breached.

Medical Laboratory Professionals maintain strict confidentiality of patient information and test results. They safeguard the dignity and privacy of patients and provide accurate information to patients and other health care professionals. Medical Laboratory Professionals respect patients' rights to make decisions regarding their own medical care.

### **2. Duty to Colleagues and the Profession**

Medical Laboratory Professionals uphold the dignity and respect of the profession and maintain a reputation of honesty, integrity, competence, and reliability. Medical Laboratory Professionals contribute to the advancement of the profession by improving and disseminating the body of knowledge, adopting scientific advances that benefit the patient, maintaining high standards of practice and education, and seeking fair socioeconomic working conditions for members of the profession.

Medical Laboratory Professionals accept the responsibility to establish the qualifications for entry to the profession, to implement those qualifications through participation in licensing and certification programs, to uphold those qualifications in hiring practices, and to recruit and educate students in accredited programs to achieve those qualifications.

Medical Laboratory Professionals establish cooperative, honest, and respectful working relationships within the clinical laboratory and with all members of the healthcare team with the primary objective of ensuring a high standard of care for the patients they serve.

### 3. Duty to Society

As practitioners of an autonomous profession, Medical Laboratory Professionals have the responsibility to contribute from their sphere of professional competence to the general well-being of society. Medical Laboratory Professionals serve as patient advocates. They apply their expertise to improve patient healthcare outcomes by eliminating barriers to access to laboratory services and promoting equitable distribution of healthcare resources.

Medical Laboratory Professionals comply with relevant laws and regulations pertaining to the practice of Clinical Laboratory Science and actively seek, to change those laws and regulations that do not meet the high standards of care and practice.

#### Pledge to the Profession (ASCLS)

As a Medical Laboratory Professional, I pledge to uphold my duty to Patients, the Profession and Society by:

- Placing patients' welfare above my own needs and desires.
- Ensuring that each patient receives care that is safe, effective, efficient, timely, equitable and patient-centered.
- Maintaining dignity and respect for my profession.
- Promoting the advancement of my profession.
- Ensuring collegial relationships within the clinical laboratory and with other patient care providers.
- Improving access to laboratory services.
- Promoting equitable distribution of healthcare resources.
- Complying with laws and regulations and protecting patients from others' incompetent or illegal practice
- Changing conditions where necessary to advance the best interests of patients.

Reference: <http://www.ascls.org/about-us/code-of-ethics>

#### American Society for Clinical Pathology (ASCP) Student Membership

Students are required to join ASCP. Student membership is free! Students will be reminded to renew their membership prior to graduation to receive an additional free year.

#### Evaluation of Professional Attitudes and Behaviors

One of the goals of the School of Medical Laboratory Science is to train ethical, responsible laboratory professionals. To guide students toward this end, the program has developed evaluation tools for use in the didactic component and the clinical rotations. It conveys the program's dedication to attributes such as honesty; integrity; persistence; initiative; dependability; flexibility; patience; respect for others; and ability to follow directions and work under stress; accept criticism; and be organized. Other attributes include compliance with safety regulations and quality assurance practices and skill in communicating, prioritizing, and making valid judgment calls.

## Student Expectations

### The Culture of an Educational Program in the Health Professions

When students enter the MLS program at NL EMMC, they come to us from a number of different education and experience backgrounds. Some students have been enrolled in the 3+1 track at the University of Maine while others may already have a bachelor's or master's degree but need to complete our program to obtain the professional MLS credential to find employment in a medical laboratory. Regardless of where they started or are coming from, the vast majority of students are not fully prepared for the high intensity and the extreme accountability that is required to successfully complete our program. The professional year of the MLS program is a rigorous undergraduate curriculum that requires a full-time commitment of approximately 40+ hours per week of course participation and study, participation in learning experiences in the community and the classroom. Because of this you will need to strongly consider your employment workload. The Medical Laboratory Sciences curriculum requires excellent time-management and self-initiative from each student. The fall lecture series require a high level of self-direction and discipline.

**What does this mean?** In previous courses you may have been given extra credit or an extension of time for an assignment. You might have been able to skip a class session and still keep up with the information or request to redo an assignment if you received a low grade. Your class might have graded on a curve to help students pass the course or you might convince an instructor to “round up” your points so that you received a B+ instead of a B. But these little extras are no longer going to be available now that you are enrolled in a professional medical program.

Medicine and the treatment of patients is not something that allows extra credit, more time, or rounding up. You must be able to do the testing, interpret the results, and possibly recommend additional testing or treatment without error – all the time and every time. This is competency-based education that is performance based as well. You need to be able to perform under stress, with a time limit, and meet or exceed the quality and accuracy expectations. People's lives are at stake; perhaps one of your own family members.

This mind set can be a significant readjustment for students who are used to negotiating for one extra point here or one point there. You must learn and be able to apply the information in each course. It is important for you to understand that this is a very different culture than the one you've come from. The School of Medical Laboratory Science has an ethical responsibility for the safety of patients with whom students and graduates will come in contact. Although students learn and work under the supervision of the faculty, students interact with patients and their specimens throughout their MLS education. Patient safety and well-being are therefore major factors in establishing requirements involving the physical, cognitive, and emotional abilities of student for admission, progression, and graduation. Students must have the physical and emotional stamina and capacity to function in a competent manner in the hospital, classroom and laboratory settings, including settings that may involve heavy workloads, long hours and stressful situations.

There is also different level of responsibilities for students and faculty alike in a professional curriculum. Faculty will provide you with content, learning opportunities, and guided practice. But students are expected to develop a personal responsibility for their learning as well. So instead of a single class here and another class there you will find that you must also learn how to be a student in a professional curriculum; how to seek out and find information for yourself.

It is also important for incoming students to know that many of their previous study habits: memorizing facts or studying only for recognition of the answer on a multiple-choice exam will not support their successful progression in the MLS program. Students must truly learn the content of each course and apply it to the situations presented during exams. Be aware that all MLS courses are integrated in

content. This means that information in one course may be applied to others because the field of laboratory medicine is also integrated.

One of the goals of the program is to develop your abilities as a life-long learner, one who can teach themselves throughout the development of their career. Because the science and technology of medicine is constantly changing, we need to prepare you for your future. Many students are not used to this culture and are upset that faculty will not answer their questions directly. But you should expect faculty to refer you to the resources and then if you still have questions come back for discussion. The faculty in the MLS Program will strive to teach you all of the content as well as the competencies of the profession. They have a vested interest in your success in the program and in your future professional life. MLS students are training to become professionals. It is, therefore, reasonable to expect each student be in attendance 40 hours per week, and develop attitudes and habits characteristic of professionals. Maintaining a stable and reliable work force is critical to the effective and efficient delivery of health care services. Excessive tardiness and absenteeism negatively affect patient care and employee morale and are considered unacceptable.

A student's general attitude, attendance record, and promptness are heavily considered when judging dependability and willingness to accept responsibility. It is anticipated that a student will want to seek employment at the Northern Light Lab when training is completed and the impression they make on the staff and employees in various departmental rotations will be taken into consideration when hiring decisions are made. In any case, attendance is an important consideration wherever one may seek employment.

### Keys to Success in the MLS Program – Time Management and Personal Planning

It is the responsibility of the MLS student to:

- Attend ALL scheduled lecture and laboratory sessions, arriving on time and demonstrating respect for the speaker/instructor and an interest in the material being presented. All learning activities are mandatory and be available between the scheduled program hours each day.
- Use any spare time during the scheduled eight-hour day working on assigned projects or studying, without the expectation of regular time out of the laboratory for this activity.
- Be patient and flexible, remembering patients first. An instructor may be immersed in patient work and unavailable to work with students at the exact time noted on the class schedule. Students are encouraged to assist with the task at hand, if possible.
- Prepare ahead of time for every lab or lecture. Most course materials are online and students are expected to maximize class time by reviewing and learning the material prior to the lecture/lab.
  - Study to learn not to memorize
  - Understand that by design you may not be able to find the answer directly quoted in your notes or textbook – MLS is about analysis and critical evaluation of information; interpretation and application
  - Use the course objectives to guide your study and to critically assess your learning
  - Rehearse the objectives – don't just read them. Practice testing yourself
  - Communicate questions or area needing clarification early to your instructor.

- Make a reasonable attempt to report as scheduled despite inclement weather conditions.
- Swipe in and out at the time clock closest to where the student is scheduled each day.
- Limit work hours
- Get enough sleep and eat properly
- Exercise
- Take time out for something you enjoy doing – have some fun too
- Delegate family responsibilities as much as possible during the semesters – they have a shared interest in your success too

### Blended Learning

All courses within the MLS program are delivered at least in part online. Transitioning away from seat time, in favor of a structure that creates flexibility, allows students to progress as they demonstrate mastery of academic content, regardless of time, place, or pace of learning. These strategies include online and blended learning, project-based learning, and strategic group learning activities. Course materials, references, narrated lectures, interactive modules, web sites, and videos are presented to students within the Course Management System called Canvas. This type of learning leads to better student engagement because the content is available to each student but tailored to their unique needs. Instead of attending a single lecture and hoping you captured all of the notes, students are able to review lecture materials as many times as they wish or review them at their own pace. Students who need more time or want more review of content can take the time they need when they want to prepare for class.

### The Flipped or Active Classroom

Some lectures will utilize the “Active Classroom” model. Students prepare for the in-person sessions by reviewing course materials and content in advance. When students arrive to class, they typically work in groups to apply their background knowledge to problem solving case studies or situations. In this model the faculty member acts as their guide and can provide instruction and corrective action as the students go through the work problems. Instead of sitting in a classroom while the instructor tells them how to do the work, the students are actually practicing the problems solving work with the faculty member’s help.

## Clinical Training and Experience

There are two components to the education and training:

1. **Didactic Component** – students will attend formal lectures over each discipline. The lectures are given by Medical Laboratory Scientists and provide principles and theories as they apply to each major area in the clinical laboratory. Reading assignments, quizzes and a final examination will be required. Note: there are times that the schedule may change due to departmental challenges.
2. **Clinical Component**– students spend one-on-one time in each clinical department within the laboratory. The focus is on skills training. Students will be provided a list of entry-level competencies which must be completed during this time. Assigned readings, homework, quizzes, exams and/or laboratory practical exams are part of the rotation experience.

## Clinical Responsibilities

The Clinical practicum includes clinical training in assigned clinical laboratory areas. Developing the student into a competent, entry-level technologist is a collaborative effort from the dedicated members of the laboratory team.

### **Responsibilities of the MLS Program Director:**

*Responsible for coordinating the student's clinical experience. Roles and responsibilities include:*

1. Coordinate supervision in the instructional facility for lab and clinical phases of the program.
2. Schedule clinical rotations.
3. Keep student clinical performance and attendance records.
4. Ensure sufficient representative clinical experience.
5. Assist in development of skills necessary for performing in the clinical laboratory.
6. Demonstrate a genuine interest in the student's learning process.
7. Serve as a professional role model and resource.
8. Develop and evaluates clinical performance goals.
9. Address student concerns and disciplinary issues.
10. Submit midterm and final grades based on academic and clinical performance.

### **Responsibilities of the Education Manager:**

*Responsible for coordinating the student's clinical experience. Roles and responsibilities include:*

1. Coordinate supervision in the instructional facility for lab and clinical phases of the program.
2. Schedule clinical rotations.
3. Keep student clinical performance and attendance records.
4. Ensure sufficient representative clinical experience.
5. Assist in development of skills necessary for performing in the clinical laboratory.
6. Demonstrate a genuine interest in the student's learning process.
7. Serve as a professional role model and resource.
8. Develop and evaluates clinical performance goals.

### **Responsibilities of the Clinical Supervisor**

*The Clinical Supervisor is responsible for the clinical education, supervision, and evaluation of students. It is their responsibility to set a climate that is suitable for learning. Some of their roles and responsibilities are:*

1. Serve as a professional role model and resource for students.
2. Orientate the student to the department.
3. Discuss expectation of the clinical rotation with the student.
4. Coordinate/supervise student instruction while at the clinical site.

5. Assist in developing skill necessary for performing in the clinical laboratory.
6. Allow hands-on experience in performing procedures.
7. Oversee clinical evaluation and competency check-off process.
8. Communicate with supervising technologist and program faculty regarding the clinical rotation.

### **Responsibilities of Clinical Instructors/Preceptors**

*Technologists are an integral part of the program and the student's learning process. It is their responsibility to maintain a climate that is suitable for learning. Some of their roles and responsibilities are:*

1. Demonstrate to the student professional behavior while interacting with the patient and staff.
2. Assist in developing the skills necessary for performing laboratory procedures.
3. Allow hands-on experience in performing procedures.
4. Demonstrate a genuine interest in the student's learning.
5. Discuss clinical objectives relating to the procedure with the student.
6. Instruct the student as they perform laboratory procedures.
7. Evaluate the student's progress.
8. Become a positive role model and resource.
9. Communicate with clinical supervisor and program faculty regarding clinical rotation.

### **Student's Responsibilities in the Clinical Rotation**

*The success of a clinical rotation will depend on the overall team effort of the student and Clinical Preceptor. The student must be a part of that team effort and be willing to support the effort in the following ways:*

1. Demonstrate a professional attitude while interacting with the patients and staff.
2. Inform instructors of expectations and specific needs.
3. Arrive at the clinical rotation site on time and ready to learn.
4. Take the initiative.
5. Communicate with the Clinical Coordinator, Clinical Supervisor and supervising technologist.
6. Help maintain the cleanliness, safety, and efficiency of the lab area.
7. Practice safety techniques.
8. Process paperwork and reports as assigned.
9. Adhere to the clinical affiliate's policies and procedures, including safety.
10. Complete a student evaluation of clinical instructors at the end of the rotation.

## Departmental Rotations

Departmental laboratory rotations are scheduled to provide maximum independent study for each student. The student must follow the same professional protocols for conduct as clinical staff. All departmental training is under the direct guidance of the Departmental Supervisor. During clinical rotations students will perform laboratory analyses under the direct supervision of qualified staff.

Each department has a training notebook which outlines in full the procedures utilized in that department. Students are required to review and become familiar with all procedures they will perform at the bench. Students will be given a list of entry-level competencies which must be completed for each department.

Students are required to remain in the clinical department throughout the day. When leaving the department for **any** reason, you must inform your instructor(s). There are assigned study areas in each department when there is down time. Exceptions to this requirement will be made on an individual basis with departmental approval. Student time schedules (study time vs. bench work) will vary with each department. Practical examinations will be given in each clinical subject.

## Breaks and Lunches

During the day, students will be allowed a break during the morning and/or afternoon depending on the rotational department. Students are to follow the break protocol of the department.

## Training Schedule

### Calendar

Students are expected to be in attendance Monday through Friday, 8:00 – 4:00 for the lecture days. The typical schedule for a clinical experience is Monday through Friday, 6:00-2:30, 7:00-3:30 or something similar. On a rare occasion, a student may be scheduled for an “evening shift” experience (3:30pm – 11:00pm or something similar). Students will be fully informed of these schedules well enough in advance to make personal arrangements. A schedule of clinical start times will be passed out in November of the school year.

### Holidays

There are two vacation weeks built into the schedule: one week at Winter Break and one week assigned in the Clinical Spring Rotation. In addition, the following holidays will be observed by the School of Medical Laboratory Science:

- Labor Day
- Thanksgiving
- Christmas
- New Year's Day
- Memorial Day

### Attendance Tracking

Regular, punctual attendance demonstrates professionalism, both in the professional workplace setting and in the classroom; attendance is considered a key behavior to a successful learning experience. It is this commitment to learning that will enable the student to progress satisfactorily towards completion of course goals, objectives and demonstrate entry-level competency in all required skills.

The Attendance Policy is designed to set a pattern of professional behavior which mirrors the attendance expectations in the clinical environment. Regular and punctual attendance is required at all lecture and lab/clinical sessions.

### Notification

Students are responsible for informing the Program Director and Education Manager if they are going to be tardy or absent from class. Program officials should be notified at least one hour prior to the designated start time of the activity.

### Tardiness/Leave Early

Being late to lecture or the clinical training is disrespectful to the instructors, faculty and your fellow peers. A tardy is defined by arriving **ten minutes** past the schedule start time. A leave early is defined as leaving more than 15 minutes prior to the scheduled end time. Excessive tardiness/leave early (more



than three occurrences in a semester) will be reviewed by Program Officials for possible disciplinary action including but not limited to disciplinary write-ups, loss of professionalism points, and possible dismissal from the program.

## Absences

Absences are classified as excused, unexcused, or tardy/leave early. Excused absences will be handled on an individual basis by Program Officials. Excusable absences for absence are limited to illness/personal injury, death or illness in the immediate family (parent, child, siblings), jury duty, military service, or religious observance. Not reporting an absence is the same as an unexcused absence. An unexcused absence will lead to a loss of professionalism points.

## Personal/Sick Days

Each student will receive four personal days off to be used as professional, personal or sick days. This time will not need to be made-up. However the student is still responsible for understanding the material delivered that day and performing the lab work during that day. For scheduled time off, a written request must be submitted and approved by the Program Director or Education Manager. Scheduling of any elective physician appointment or other personal appointment must be approved by the Program Director or Education Manager in advance of the date or the absence is unexcused. Students must make every effort to schedule medical and dental appointments during school vacations or after class/clinical rotation hours. Note: **Any time exceeding the four personal days must be made up.**

A student who is absent because of illness for three continuous days or more must submit a physician's note indicating the nature of the illness, the requirement for absence, and a release to return to school.

Each student is responsible for making up all class assignments when absent from class. Students who are absent are responsible for obtaining any notes, handouts, etc. If a lecture exam is missed, the student is required to take the exam upon the first day back. Ten points will be deducted from the second missed exam and will be cumulative for each subsequent absence. Students arriving more than 15 minutes late will not be allowed to sit for the exam and it will be considered a missed examination.

Consecutive absences also impact the clinical training. Students will not be allowed to progress to the next rotation until all competencies from the current rotation are completed satisfactorily.

Consistent failure to notify laboratory staff of unscheduled absences or consistent tardiness will result in disciplinary action.

## Laboratory Protocol for Unscheduled Absence or Tardy

If you must be tardy or absent due to an illness or emergency during the clinical training, you must call the clinical department that you are in and speak with the departmental supervisor or a staff member.

- Hematology: 973-7623
- Chemistry: 973-7638
- Immunohematology: 973-7636
- Microbiology: 973-6980
- Phlebotomy: 973-7624

Text messages are not acceptable notification, do not text message another student or laboratory staff member that you are sick or tardy.

## Inclement Weather

There are no snow days for essential personnel in healthcare. Students should make a reasonable attempt to report as scheduled despite inclement weather conditions. Travel to the clinical affiliate during inclement weather is at your discretion; missed time must be made-up. Students must notify the lab department at least 30 minutes before the scheduled arrival time if he/she cannot report to work. The Program Director and Education Manager must also be notified of the absence.

## Clinical Grade and Evaluation

Rating forms and criteria of performance have been developed for each clinical experience area and will be explained to the students upon entry into the area. The rating forms are used to evaluate student performance and knowledge during their clinical experience as well as the behavioral and professional skills necessary for successful practice. They may also be used for individual counseling and employment recommendations. Students must also successfully complete a final exam for each rotation to demonstrate competency for the MLS discipline. Satisfactory performance for each clinical experience will be indicated by a minimum passing grade of 75. Clinical rotation evaluations occur at the end of each clinical rotation.

## Employment Hours During the Clinical Experience

Because of the intense nature of the clinical experience courses and the requirements for student attendance and study, the MLS program strongly recommends that students do not work during this semester. With the current economic climate along with personal and family obligations, we understand that some students must work. However, it will not be possible to make accommodations in the clinical schedule for outside work. No changes will be made in clinical hours to accommodate a student's outside work or personal obligations.

## Student Evaluation

All students in clinical rotations will be asked to turn in evaluations of their clinical instructors at the end of the semester. The evaluations will be kept anonymous. They may be submitted via web links in each clinical practicum Canvas course (preferred) or as a hard copy. Students are reminded to list both: positive and negative experiences and give constructive criticism. Feedback from the evaluations will be used by instructors to improve and maintain the quality of their rotation.

## Student Evaluation of the Clinical Practicum/Rotation Program:

All students in clinical rotations will be asked to complete an evaluation of their entire Clinical Practicum/Rotation Program. The evaluations will be kept anonymous. Students are asked to answer questions candidly and to give constructive criticism. The link to the survey will be sent out during the last week of the academic year.

## General Policies

### Student Conduct

Ethical conduct, especially honesty, is essential in the profession of Medical Laboratory Science. Your behavior and attitude reflect on the Medical Center, your co-workers, and the profession. Therefore, the

following rules should guide your behavior as a student and throughout your professional life. As professionals you will:

1. Maintain the highest degree of honesty and integrity.
2. Accept responsibility for your work and the prompt reporting of results.
3. Demonstrate respect for the rights of patients by keeping confidential all information concerning them.
4. Comply with all health, fire, and safety regulations.
5. Maintain a courteous relationship with patients, physicians, and staff.
6. Assume responsibility for self-improvement through participation in continuing education programs and other learning activities.
7. Comply with all regulations applying to employees in the work place.

Examples of prohibited conduct are listed below. Any incident of personal misconduct may result in dismissal from the program. This list is not exhaustive and it should not be inferred that unlisted activities are permissible.

- Cheating in any form on any quiz, examination, or written assignment
- Plagiarism
- Falsification of information
- Reporting to work under the influence or using an intoxicant and/or illicit drugs
- Violation of HIPAA requirements as related to the confidentiality of protected health information (PHI)
- Possession of firearms, fireworks, dangerous weapons, alcohol and/or illicit drugs
- Inappropriate conduct during working hours
- Insubordination
- Use of cell phones in the laboratory
- Repeated unprofessional or unsafe behavior during academic hours on the Northern Light campus

### Confidentiality Guidelines

In compliance with the Health Insurance Portability and Accountability Act (HIPAA), information will be provided to students on maintaining confidentiality regarding patient privacy and data security as it relates to healthcare workers.

All patient medical and financial records, and any other information of a private or sensitive nature are considered confidential. Confidential information should not be read or discussed by students unless pertaining to his or her learning requirements. Under HIPAA regulations, you can only discuss patient information if it is directly related to treatment, and even then, you must limit the disclosure of any patient information to the minimum necessary for the immediate purpose. Discussion of confidential information must take place in private settings. Students must not discuss confidential information to family members or friends, or other parties who do not have a legitimate need to know. Disclosure of the patient's presence in any healthcare agency may violate confidentiality. Students sign a Confidentiality Agreement for Northern Light Health during the student orientation.

Any unauthorized disclosure of protected health information may subject the student to legal liability. Failure to maintain confidentiality is grounds for disciplinary action up to and including dismissal from the program.

## Use of Social Media

When publishing information on social media sites, the student needs to be aware that information may be public for anyone to see and can be traced back to them as an individual. There is no such thing as a “private” social media site. Search engines can turn up posts’ years after the publication date. Comments can be forwarded or copied. If you are unsure about posting something or responding to a comment, ask your faculty. Social media typically enables two-way communications with the audience therefore an individual has less control of how materials will be used by others. Social media may be used to investigate student behavior.

As a student in the MLS Program, you may encounter confidential information within the classroom or clinical settings. It is the responsibility of the student to adhere to the following policy related to social media.

### Policy

- All social media postings must be made within the guidelines of the policies outlined in the program handbook, Rules of Conduct and Code of Ethics.
- All postings to social media platforms must comply with the Health Insurance Portability and Accountability Act of 1996 (HIPAA), applicable facility policy, and state law.
- Do not share, post, or otherwise disseminate any information, including images, about a patient, faculty, clinical instructor, other students or information gained as a result of your presence in a MLS course including the clinical setting.
- Do not identify patients by name or post or publish information that may lead to the identification of a patient (examples include but not limited to: date of care, facility name, diagnosis, and treatment). Limiting access to postings through privacy settings is not sufficient to ensure privacy.
- During the clinical training, any use of electronic devices (cell phones, laptops, etc.) must be within the guidelines of facility program policies.
- Do not take photos or videos of patients on personal devices, including cell phones.
- Maintain professional boundaries in the use of electronic media. Online contact with patients or former patients blurs the distinction between a professional and personal relationship.
- Student must have permission from the faculty to videotape or audiotape in the classroom.

### Consequences

1. Violations of patient privacy with a portable electronic device/use of social media platforms will be subject to HIPAA guidelines and consequences.
2. Students who violate policies outlined in the MLS student handbook, through the use of social media platforms do so at the risk of disciplinary action that can be failure of the course and/or dismissal from the program.

## Electronic Communication Devices

In any learning setting, the use of electronic communication devices such as cell phones must be limited to class activities or emergency situations only. The devices must be set to silent mode at all times in the classroom as it is a professional courtesy to the instructor and your peers. Answering of cell phones or text messages during class will not be tolerated. If you have an emergency, please let the instructor know that you must leave your phone on (vibrating mode only) during class time. Students may return calls and/or texts during breaks and lunch times.

Whether in lecture or laboratory, students are to only access course related sites. No social networking, instant messaging, email, etc., are allowed during class or laboratory time. This includes the use of PCs, laptops, mobile phones, etc. Students may perform these types of activities during designated breaks.

Our student laboratory is considered “contaminated” as we work with human blood and body fluids. If a student chooses to use tablet applications during the laboratory component of the course, these items must have a protective cover that can be disinfected at the conclusion of the activity. If you are found using your phone while in the lab you will receive a warning. Should this re-occur, you will lose 5 points on your practical exam and have points deducted from your overall evaluation.

Use of a cell phone during any academic testing situation or during exam review, is prohibited. It is considered an act of academic dishonesty if a student is found using a cell phone or other electronic communication device during an exam or test review.

### Personal Appearance

- Good personal hygiene is expected of all students.
- The student ID Badge should be worn above the waist and with the photo ID facing outward.
- Scrubs can be worn on a regular basis.
- Business casual attire is also acceptable. Men’s shirts must have a collar. Blouses must have sleeves. Socks or stockings must be worn. Clothing must fit properly, not too tight or too loose. Tops and bottoms must always be overlapping, even when arms are raised. It may be helpful to wear a t-shirt or tank top under clothing to prevent bare skin from showing when raising arms or sitting down. Unacceptable attire includes, but is not limited to jeans, t- shirts, mini-skirts, exercise clothing, and shorts. Clothing and other apparel cannot display oversized logos, slogans, symbols or messages of a political nature.
- Body art depicting alcohol, illicit drugs, tobacco, nudity, profanity or violence must be covered.
- Hair must be well-groomed and professional in appearance. If hair is longer than shoulder length, it must be pulled back when working in the clinical labs or student lab.
- No hats or caps are permitted during working hours. Head coverings for medical or religious reasons are exempt from this rule.
- Visible body piercings must be non-distracting and such jewelry may only be worn on the ears or in the form of a single nose stud no larger than one millimeter. Gauged ears will be plugged to appear flesh-toned. Other body piercings that may be detectable must be removed while working.
- Shoes must cover the entire foot, have non-slip soles and be made of non-absorbent material.
- All laboratory personnel working in technical areas will be required to wear a buttoned lab coat over their street clothes. Lab coats will be laundered by Northern Light EMMC.

- The hospital recognizes that exposure to strong scents and fragrances in the environment can be offensive to others. Therefore, the use of only minimally scented perfumes, colognes, and other fragrance products is encouraged.

### Badge Identification

Identification badges are issued to provide students with a means of identification to promote safety and security at Northern Light. Students will be issued name badges at student orientation. Lost badges are to be immediately reported by the student to the Program Director. Badges must be returned upon completion of the program.

### Safety

Students receive safety training regarding infection control hazards, fire safety, chemical spills, infection control bloodborne pathogen/exposure control and general lab safety during the student orientation. Students are expected to adhere to the safety policies in place at Northern Light Laboratory.

Students must familiarize themselves with posted fire safety information: evacuation routes, fire alarm stations, fire extinguishers which will be covered in a safety tour by the Laboratory Safety Officer. A copy of NLL safety tour document will be kept in the student file. Students should also be acquainted with safety policies and practices of the laboratory, such as the safe use and disposal of chemicals, the handling of biohazard materials, the disposal of sharps, and hand hygiene expectations, etc. Because the use of electronic communication devices can be a safety concern, students must follow the Northern Light Laboratory policy for “Personal Use of Internet, Email, Cell phones and other Electronic Devices at Work”.

During the clinical practicum, students may perform patient testing under the supervision of qualified laboratory personnel responsible for their training.

### Northern Light Eastern Maine Medical Center Emergency Conditions and Codes

As a hospital, we must all be prepared to handle emergency situations, dial 4444 for all emergencies. Identify yourself and give the operator all pertinent information as well as the exact location of the emergency. The operator will begin the overhead page with “Attention Please, followed by the emergency code with the location. This will occur several times until the “all clear” has been confirmed.

Code Red: Fire  
Code Blue: Medical Emergency  
Code Pink: Infant/Child Abduction  
Code Yellow: Bomb Threat  
Code Gray: Combative Person  
Code Silver: Person with weapon and/or hostage situation  
Code Orange: Hazardous material spill or release  
Code Black: Network failure  
Code Green: Trauma team response  
Code Triage: Possibility of a disaster situation

### Incident/Accident Reports

An incident that occurs in the clinical area resulting in personal, patient, or hospital injury and or damage to equipment must be reported immediately to the instructor, Program Director, Education Manager or Laboratory Safety Officer. An incident/accident report form will be filed and forwarded per hospital policy. If appropriate, a copy of the report should be provided to the Program Director to be placed in the student file. Note: All patient information will be redacted.

Examples of incidents include, but are not limited to:

- a needlestick with a contaminated needle
- a patient complaint
- a significant error that could have or did impact patient care

### Health Insurance

Students must provide proof of health insurance coverage to the Program Director when they submit the required health information. Any costs for medical care required as the result of an accident is the responsibility of the student.

### Emergency Medical Care

According to the clinical affiliation agreement, clinical sites agree to “Provide initial emergency care, if available, for students who are injured or become ill while on duty in an assignment at the facility. It is understood that students (or their parents or guardians as the case may be) shall be responsible for their own medical expenses, whether incurred at the facility or elsewhere.”

### Student Physical

Students will be scheduled for a physical exam in the Work Health Office upon entrance to the Program, at which time they must provide evidence of antibody titers for Rubella, Rubeola, Mumps and Varicella and a record, if available, of receipt of hepatitis vaccine and influenza vaccine. A student who is injured on the job will be sent immediately to the Emergency Room or the Walk-in Care. Students with infections or communicable diseases will be kept off duty if the infection involves risk to patients or co-workers. Physician's fees for consultation, office visits, hospital care, and eye care are the responsibility of the student.

Students wishing to become part-time laboratory employees during their year of clinical training must undergo the urine drug screen required of all new NLL employees. Proof of identification in the form of a federal or state photo ID, must be presented at the time of urine collection.

### Student Impairment/Substance Abuse

The NL EMMC School of Medical Laboratory Science is committed to providing safe and meaningful learning experiences for students and so must provide for the safe and effective care of patients by students in the clinical setting. The presence or use of substances, lawful or otherwise, which interferes with the judgment or motor coordination of a MLS student in clinical settings results in unacceptable risk for patients, fellow students and staff, and Northern Light Health. Illegal or unauthorized manufacture, sale, possession or use of alcoholic beverages and/or controlled substances by students while engaged in any part of educational experiences poses an unacceptable risk and is strictly prohibited. Any behavior resulting in the impairment of the student's judgment or motor coordination resulting from an unmanaged medical condition is also included under the terms of this policy.

Students are expected to adhere to the Northern Light Health Substance Abuse Policy. The student will be immediately dismissed from the clinical setting if there is a reasonable suspicion of impaired performance. Reasonable suspicion will include but not be limited to observations based on the following: slurred speech, incoordination; unsteady gait; drowsiness; impaired judgment, attention, memory or social function; irritability; paranoia; belligerence; euphoria; dilated or constricted pupils. If necessary, in order to assure safety for the student in his/her immediate egress from the laboratory or clinical setting, the student's Emergency Contact Person will be notified to come and pick up the student. Program Officials will complete documentation of the incident.

The student will not be permitted back into the laboratory/clinical setting until the following have been met:

- The student is required to meet with the Program Director or designee.
- The student will be referred to appropriate support services by the Program Administration or designee.

The Program Administration or designee reserves the right to require assessments as appropriate and/or verification of ongoing treatment of identified substance abuse or medical condition which has caused impaired student performance. Said assessment and/or verification must be obtained from the student's Primary Care Practitioner and/or appropriate professional expert at the student's expense.

An incident of impaired behavior may result in program dismissal.

### Change in Contact Information

Any change to information provided at the onset of the program should be communicated to the Program Director as soon as possible. It is the student's responsibility to ensure all information is up to date. Program officials maintain a record of graduate addresses and telephone numbers.

### Hadley Parrott Health Science Library

The Hadley Parrott Health Science Library at Northern Light EMMC is available for student use. The library is located on the second floor of the Grant Tower and is open from 8:00 am to 4:30 pm Monday through Friday. During this time a librarian will be available to assist you. Students have 24-hour library access with their student badge and 24-hour online access.

Medical Librarian: Linda Kerecmen  
Email: [LKerecmen@northernlight.org](mailto:LKerecmen@northernlight.org)  
Library Phone: 207-973-8228

### Malpractice Liability Insurance

The University of Maine maintains commercial general liability insurance for professional malpractice of students while in clinicals, insuring against the negligent acts or omissions of University students or faculty participating in clinical education at the facility.

### Parking



Parking assignments for students are in the Wing lot of Northern Light EMMC. Students will receive a parking decal to display in their vehicle window.

### Locker Assignment

Locker facilities will be provided for students at no cost. Locker assignments will be distributed during the student orientation.

### Transportation

Transportation to all classes and clinical assignments is the responsibility of the student. Clinical training experiences may include learning experiences that require significant travel by car. Students should have a back-up plan for the necessary travel if they experience car trouble. Carpooling may not be feasible during clinical assignments due to varying schedule requirements.

### Reference Request and Release of Records

Students and alumni of the School of Medical Laboratory Science must submit a signed reference release form prior to release of any information to employers, educational institutions, or organizations that provide awards or scholarships.

The authors have freely borrowed, adapted, modified, and used words, phrases, ideas, and concepts found in MLS Program Handbooks of the following educational institutions, listed in alphabetical order:

Austin State Hospital Regional Clinical Laboratory Science Program  
Baptist College of Health Sciences Medical Laboratory Science Program  
Cleveland Clinic School of Medical Laboratory Science  
Florida Southern College/Lakeland Regional Health Medical Laboratory Science Program  
Old Dominion University Medical Laboratory Science Program  
Rhode Island Hospital & Our Lady of Fatima Hospital School of Medical Technology  
St. Luke's Medical Laboratory Science Program  
University of Minnesota School of Medical Technology